APPENDIX 1

The West Partnership

Improvement Plan 2023-24

Equity, Excellence & Empowerment

GLASGOW CITY REGION
Education

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INTRODUCTION

As the new Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2023-24.



From the beginning of the West Partnership in 2017, we have recognised the fundamental importance of teachers and practitioners, local authority officers and communities working together to improve the experiences and outcomes of every learner across the City Region. The last two years have highlighted the importance of this as we continued to recover from the impacts of the Covid-19 pandemic.

Through our collaborative efforts, we have embraced the benefits of this partnership and our Evaluation Report 2022-23 highlights the very good progress we have made towards achieving our vision of a networked learning system. The report demonstrates the way we have…grown the reach of West Partnership activities whilst maintaining the effectiveness of each offering. We are now beginning to see positive signs of recovery and progress through our critical indicators. For example, over the last 18 months, 91% of West Partnership schools who were inspected were labelled as good or better for leadership of change – up from 73% in the year before the pandemic. Furthermore, 88% judged as good or better for learning, teaching and assessment – an improvement on the 71% achieved in 2018/19. The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.3% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%.

As we look forward, we know there is more we can do as a partnership to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours; ensuring impact in all of our playrooms and classrooms. In addition to the feedback from our stakeholders, it is essential we take account of the national context particularly the National Discussion and Professor Hayward's Review of Qualifications and Assessment.

The Improvement Plan is structured around our three main workstreams - Wellbeing for Learning; Leadership Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. It is underpinned by our values of equity, excellence and empowerment and reflects three strategic drivers of improvement ensuring we:

1. Foster collaboration on a variety of levels;
2. Provide professional learning and specialist network opportunities for practitioner which increase knowledge, understanding, confidence and deliver improvement; and,
3. Stimulate change to practice, impacting positively on children, young people and their families.

The West Partnership Improvement Plan enables each of us to look beyond our own establishment and local authority to foster a culture of collaboration, learning and innovation that empowers and enables our children and young people to achieve and flourish. In doing so, we will continue to work closely with our colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and continue to improve outcomes for all our staff and learners.

Mark Ratter, Regional Lead Officer, West Partnership

WEST PARTNERSHIP VISION AND CONTEXT

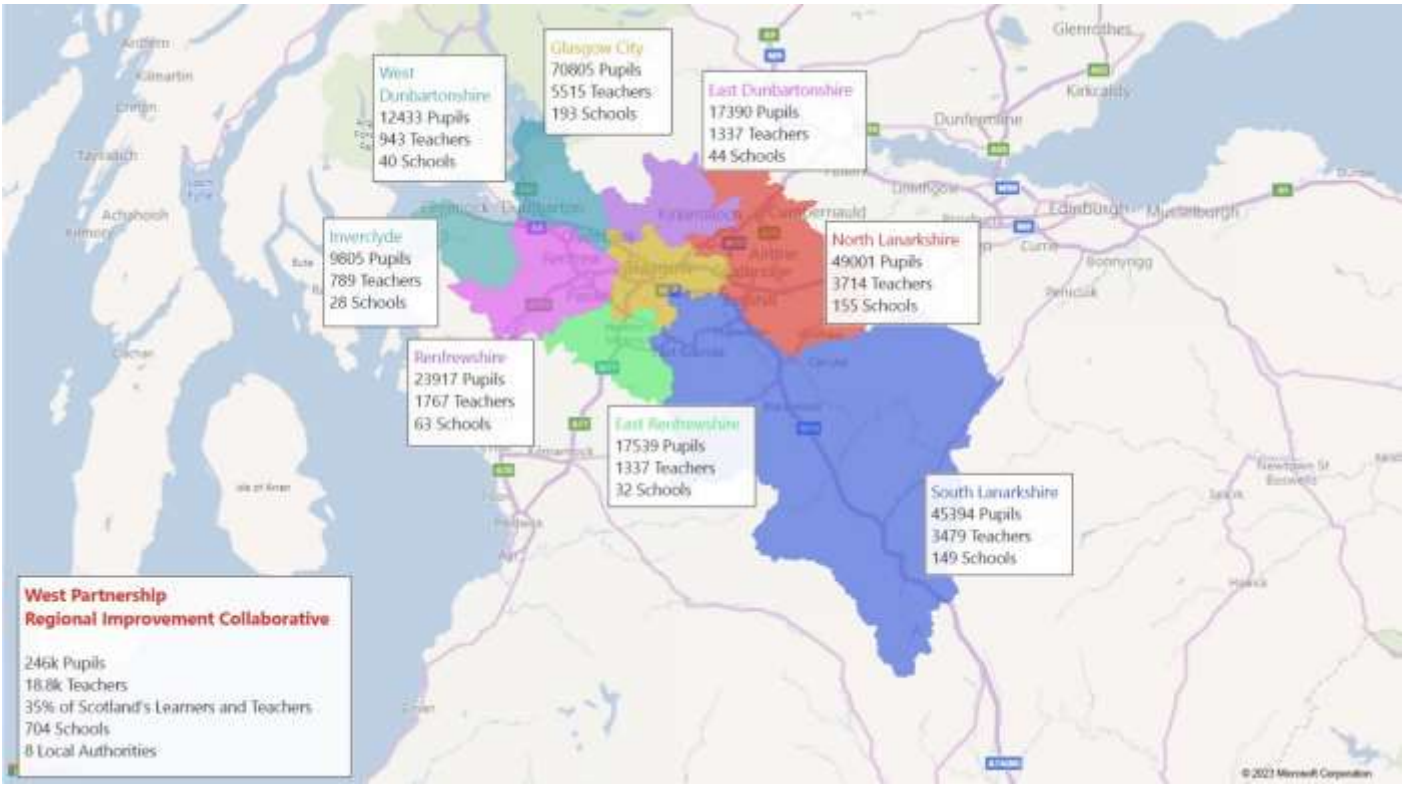
The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver this ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, design experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

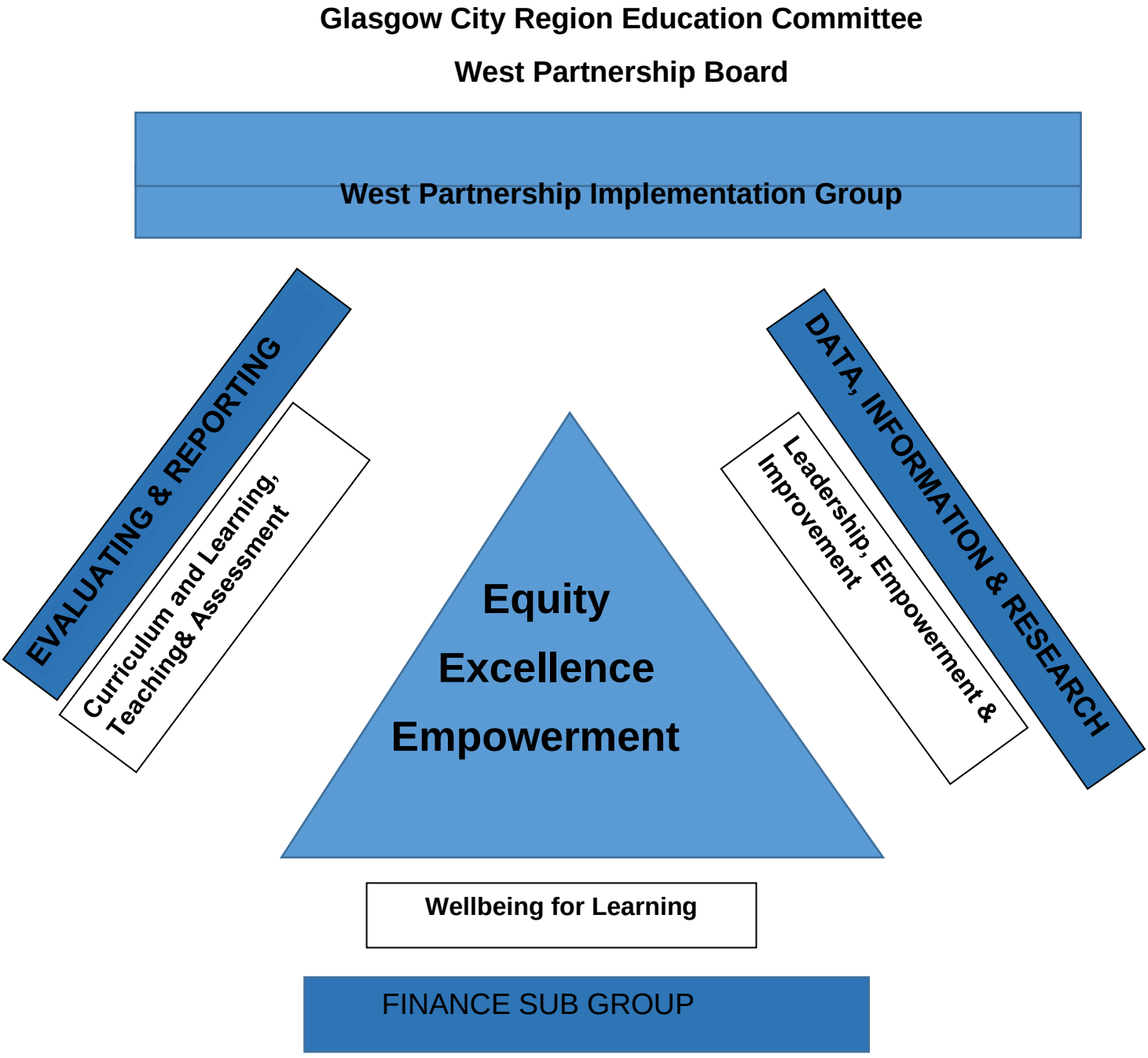


GOVERNANCE AND OPERATIONAL STRUCTURES

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

The structure has been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of senior leaders to maintain our ongoing successes.



GLASGOW CITY REGION EDUCATION COMMITTEE

The West Partnership is overseen by the Glasgow City Region Education Committee (the Committee), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener elected by the membership, the Committee is also attended by the eight Directors of Education/Chief Education Officers and the Senior Partnership Officer, with other attendees invited as appropriate.

Additionally, the governance framework in which the Committee operates, provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, and enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

WEST PARTNERSHIP BOARD

The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership's Senior Partnership Officer, the Senior Regional Advisor appointed by Education Scotland, and has professorial representation from the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream as sponsors, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.

GOVERNANCE AND OPERATIONAL STRUCTURES

WEST PARTNERSHIP IMPLEMENTATION GROUP

This group is chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the University of Glasgow. Meeting quarterly, this provides an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE GROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability, as well as streamlining financial procedures across the partnership. , They also provide advice on staffing and other resource issues, as required. The partnership is supported further by a finance officer who advises and assists with the operational management of the grant award from the Scottish Government.

THE WEST PARTNERSHIP DELIVERY MODEL

THE WEST PARTNERSHIP APPROACH

Our approach within the West Partnership is underpinned by the development of a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

The work of the West Partnership is predominantly delivered through the structure of three key workstreams, each led by a Workstream Lead Officer (WLO), seconded to work with The West Partnership core team.

For 2023-24, the three workstreams are:

- Curriculum and Learning, Teaching & Assessment;
- Leadership, Empowerment and Improvement; and
- Wellbeing for Learning.

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Improvement Plan. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board and the Committee. They ensure that all activities and opportunities for colleagues across the collaborative, provide added value to what is on offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with these colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, such as the forthcoming Secondary BGE Curriculum Programme, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.

THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM

The West Partnership values, collaborative work with colleagues from Education Scotland's Regional Improvement Team. This team provides a helpful external perspective drawn from good practice identified across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They contribute to the delivery of some of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the 'what' and 'how' of Improvement Plan activities for the coming session.

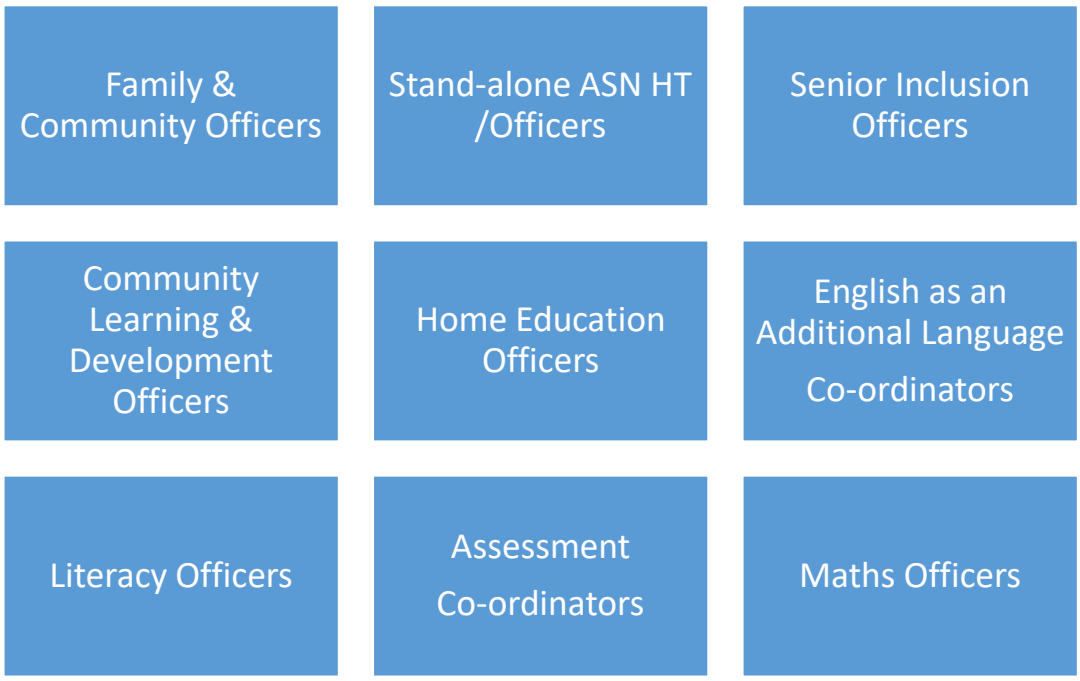
SPECIALIST NETWORKS

Specialist Networks, comprise of representatives from across the eight local authorities, and meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, avoiding additional workload for central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are responsible for supporting evaluation and reporting on progress and impact as part of governance procedures. This work will be supported by the WP's data officer in the coming session.

Specialist Networks have been reviewed and again been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2023-24 include networks for:



The West Partnership core team recognises the high quality work undertaken by a small number of West Partnership Networks which pre-date the establishment of the Regional Improvement Collaborative. Most notable are the Early Years and the Senior Educational Psychologists Networks. WLOs liaise and work alongside these networks to support cohesion and add value.

DEVELOPING THROUGH CONSULTATION

The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2023-24.

The three Workstream Lead Officers, spoke with a wide range of stakeholders including: director sponsors, workstream members, Education Scotland WLs, programme and network participants. The conversations covered topics which included:

- Purpose of West Partnership;
- Motivation for engagement;
- Strengths of programme or network;
- Impact of provision (using the lexicon of the three newly-established drivers);
- Developments for improvement; and
- Communications.

Feedback has been synthesised and shared with the Board. It informs the plan for session 2023-24 and has served to produce a more co-created approach to the improvement planning process.

EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

The Evaluating and Reporting Lead Officer retains overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but on impact in the classroom or playroom too. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session/ programme, ensure appropriate and robust evidence is gathered systematically and evaluated. This serves to strengthen the work done in this area by the Evaluating and Reporting Lead Officer.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership's work is now conceptualised as being driven by three holistic drivers:



The first driver, collaboration, is at the heart of the Regional Improvement Collaborative's work. As such, collaborative working and the exchange of expertise and practice around our system is a key mechanism for improvement and also a broad term which captures interactions that differ in depth. From exploring our qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks, the partnership's collaboration is conceptualised as occurring on a three-point continuum. The continuum is based on the available data and is presented below:



The continuum, with three overlapping concepts, is designed to describe the different ways in which collaborators interact. The partnership provides a range of opportunities which differ in terms of how 'deep' collaboration is. As such, this continuum is not intended to be a scale from 'ineffective' to 'most effective', but instead one that recognises different levels of collaboration as a positive.

The development of these drivers allow the partnership to report more effectively, more holistically and to crystallise the key purposes of the West Partnership's work.

The West Partnership continues to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators. During last session, research was carried out by ROC. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations in the interim report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2023-24.

CRITICAL INDICATORS

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment. Whilst many of our measures could arguably broach more than one of these values, we have labelled each by what we believe is their primary value.

Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we have also included new measures on looked after young people.

Indicators	Excellence, Equity or Empowerment	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2021-22 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	23.5	22.4	**	26.1	22.6
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.8	17.5	**	21.7	18.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy		N/A	34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8%[1]	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	Empowerment	TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	NA	85.1	85.3
% of establishments evaluated as good or better for leadership of change		63	73	*	*	91[2]
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88[3]

[1] In 2023 the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

[2] Based on 33 inspections taking place between May-22 to June-23

[3] Based on 57 inspections taking place between May-22 to June-23

Review of Evaluation Processes

A review of reporting and evaluation processes and paperwork was conducted ahead of the new session. Some improvements have been agreed to further strengthen the approach. This includes minor updates to templates, regular progress and impact meetings which will include discussions on progress towards achieving workstream outcomes and a tighter monitoring of data planners to ensure that all data is gathered and analysed as scheduled. A session will be conducted with workstream lead officers on the evaluation and reporting cycle focusing on planning, appropriate methodologies and support available from the data team.

Self-Evaluation Framework

In order facilitate a shared focus on building confidence, clarity and coherence, a new self-evaluation framework has been developed. It makes use of Fullan and Quinn's 'Coherence Framework' (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership
- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose
- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged
- **Securing Accountability** – Developing conditions that maximise 'internal accountability' and reinforce internal accountability with external accountability

The framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language.

Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is our intention to use the self- evaluation framework, when finalised, to support self and peer evaluation in the coming session.

The West Partnership Plan on a Page 2023-24

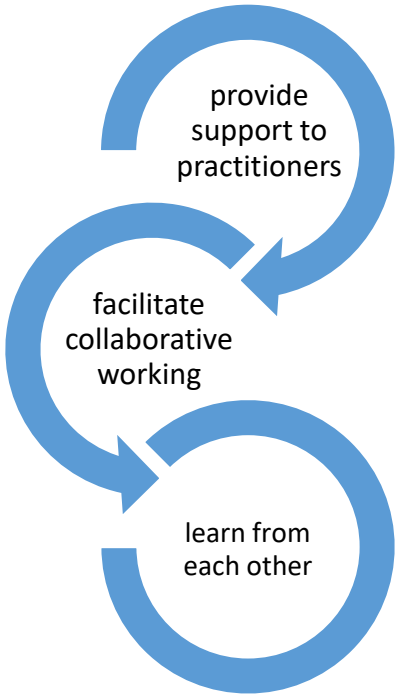
Our Vision:

By building a networked learning system, improve the learner experience, attainment and achievement across the West Partnership.

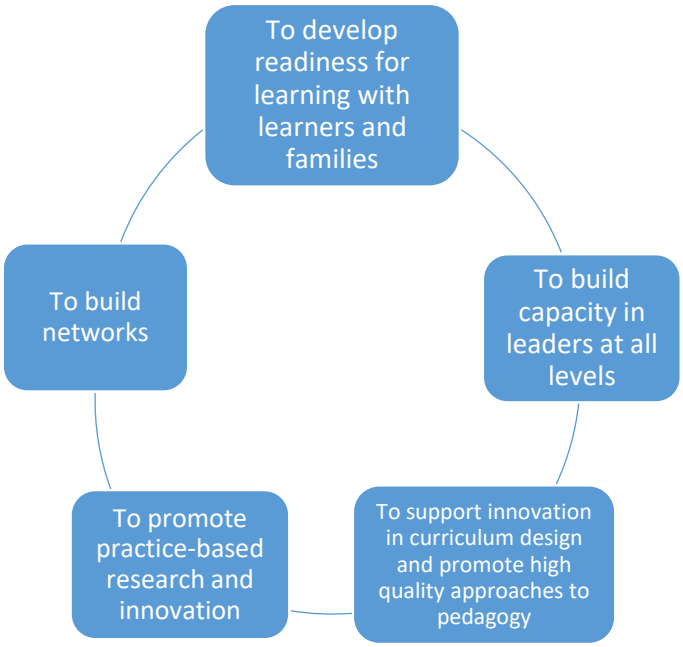
Our Values:

Equity
Excellence
Empowerment

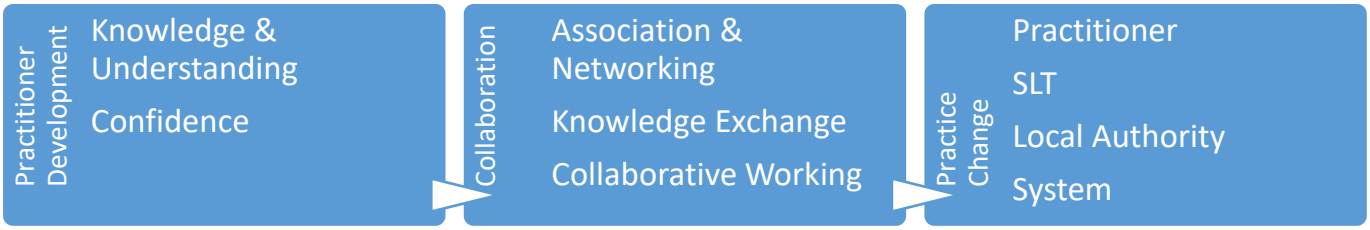
Our Purpose:



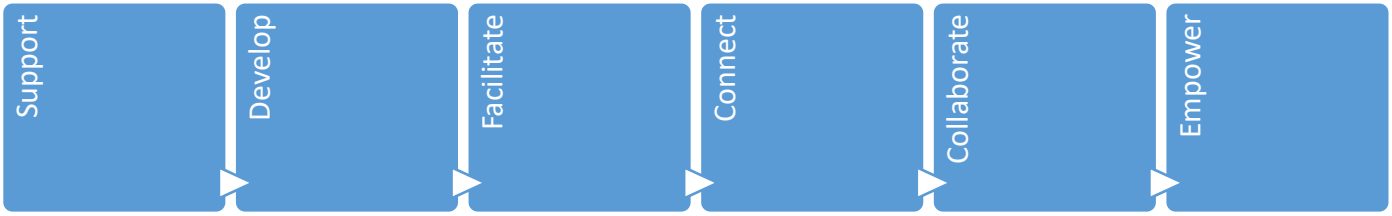
Our Priorities:



Our drivers:



To achieve our priorities, we will:



WEST PARTNERSHIP DELIVERY MODEL

KEY ACTIVITIES & PROGRAMMES 2023-24

Wellbeing for Learning	
Programmes / Activities	Specialist Networks
• **Supporting Learners:** **- Keeping Trauma IN Mind –CAR** **- Inclusion in Mainstream – series** **- Attendance – CAR** **- Inclusive Practice in Early Learning and Childcare Settings** • **UNCRC (by sector)** • **Youth Participation:** **- Young Leaders of Learning** **- Youth Participation Training** • **Families and Communities** - **Youthlink Scotland Enquiries** - **Family Learning**	• *Stand-alone ASN Headteachers** • *CLD Lead Officers** • *Senior Inclusion Lead Officers** • *PSHE EY/Primary/Secondary Officers** • *Home Education Officers** • *Attendance** • *The Promise** • *UNCRC Lead officers**
Leadership, Empowerment & Improvement	
Programmes / Activities	Specialist Networks
• **Hexagon Coaching** • **Thinking About Headship** • **Improving Our Classrooms** • **Improving Our Schools** • **Improving Our Departments / Faculties** • **FOCUS tool and CLPL** • **Focus on Improvement***	• *SAC / Equity Lead Officers* • *Digital Officers*
Curriculum, Learning, Teaching & Assessment	
Programmes / Activities	Specialist Networks
• **Assessment & Moderation** • **West OS** • **Secondary BGE Curriculum** • **Spotlight on Effective Practice** • **Pedagogy Partnerships** • **Primary Curriculum** • **Keep Scotland Beautiful: STEM the flow** • **Research on Impact of 1140 hours (lead by Evaluation Lead Officer)**	• *Assessment & Moderation Co-ordinators** • *ASN Assessment & Moderation** • *Maths Lead Officers** • *Literacy Lead Officers** • *Gaelic Lead officers** • *BGE Curriculum** • *English as an Additional Language Lead Officers** • *Early Years Senior Officers** • *Early Education Leads** • *Tracking & Monitoring** • *Digital Pedagogy**